

School Activities



Oratorical Contest—Lebanon Catholic High School, Lebanon, Pennsylvania



Cadet Ball Figure—John Marshall High School, Richmond, Virginia

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School Activities

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As the Editor Sees It



Commencement season will be here again shortly. SO, this year at the graduation program let's have (1) PRINTED programs (mimeographed programs are "too cheap" for such an important event; (2) NO introduction of program numbers—except outside speaker (unless audience members cannot read); (3) NO valedictorian and salutatorian marks on the program (at best these are only fairly intelligent guesses); (4) NO flowers on gowns (though traditional, completely inappropriate); (5) DIGNIFIED decorations, plants and flowers (tawdry homemade festoons, banners, streamers, mottoes, etc., belong in the street fair; and (6) PUNCTUALITY—begin on time (so school people who penalize tardiness can lay legitimate claim to consistency). OK? OK!

Should junior high schools participate in interscholastic athletics? Here is a most important concern which should be settled by those most competent to settle it—and these are not the senior high school coaches whose main interest is in developing material for their teams, nor the principals who are forced into supporting a program. Basketball, after "sneaking in the back door," is now well-established in many areas—not only in regular schedules but also in tournaments. Will football come next?

Prom season again, and time for the establishment of a definite and firm policy concerning "crashers." Some outsiders—alumni and former students, may represent desirable company; others may represent anything but this. In any case, it should be remembered that the affair is a school event designed for the present students, and nothing should be allowed to keep it from being just this. Quite as justifiably, similarly, a class party is a class affair and upper-classmen—who would never permit under-classmen to "crash" their party, should not be allowed to "crash" it.

Some schools award letters to student council members, holding that these students contribute

as much as athletes to school spirit, morale, and betterment. Usually, such a practice or proposal is frowned upon by athletes who fear it will lower the value of the long-established athletic letter.

This may be true, especially where all council members—loafers as well as hard workers, are given letters. And if not given to all members, on exactly what basis should the letter be awarded? This is another bothersome question.

To us, one of the fine qualities of the good citizen is that he does not work with direct recompense in mind. However, on the council letter we are as yet at least somewhat open-minded. SCHOOL ACTIVITIES can use good articles, preferably reflecting actual experience, on both sides of this question. Your move!

"Every student in some extracurricular activity," is a goal for which nearly every school strives, but one which is probably rarely or never attained. And this is reasonable. This goal is a worthy ideal only relatively, the student must receive personal benefits commensurate with the time and effort expended. High-pressuring him into "participation" for the sake of the record is, of course, illogical.

Due to the great number of new school buildings being erected, not a few editorial writers, educationists, and committees have proposed the slogan, "Leave Something Undone." Wonderful learning opportunities, they say, may be capitalized if the students are allowed to plan some of the items, such as sidewalks, trees, shrubbery, flower beds, playground equipment and arrangement, etc. We cannot agree. These are important matters which should be handled by high-class professionals.

A certain community recently dedicated a new high school gymnasium costing \$1,750,000. Seating 8,248, it is claimed to be the largest in the nation. It was financed by a holding company and will be leased to the school district for 20 years while amortized. Once the debt is retired the district will receive title to the building. Another way of saying that that high school had better put out championship basketball teams!

The activities program, when properly organized and efficiently promoted, is a valuable and integral phase of education and should be available to all students.

Evaluation of an Activities Program

ALMOST ALL PUBLIC HIGH SCHOOLS provide opportunities for their students to participate in extraclass activities. The experiences provided are not organized or provided in the same way. Within the last twenty years there have been many common trends that have appeared.

Most notable among these trends are:

"1. The direction in which extraclass activities have expanded.

2. The ideal of encouraging wide participation by all pupils.

3. The provision for total faculty attention to the school's responsibility for programming such activities.

4. The tendency toward making extraclass activities curricular.

5. The increasing use of the activity period within the school day.

6. The evaluation of extraclass activities by individual high schools.

7. The elements of a balanced program of extraclass activities in the high school." (1, p. 1)

The term extraclass activities is used synonymously with cocurriculum, pupil activities, and activity program. It is commonly defined as pupil activities under school sponsorship ordinarily outside of regular classes, for which no regular graduation credit is given.

Any problem of evaluation must necessarily start with the underlying philosophy which the school has. With this as a base, specific teacher

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and pupil objectives may be established. Periodically, the program must be evaluated for prognostic and diagnostic purposes, checking the methods used to obtain the objectives as well as the degree of attainment of objectives. It is the purpose of this article to discuss primarily the area of evaluation of this activity program; however, short discussions are given pertaining to Philosophy, Objectives, and Methods prior to discussing Evaluation.

Philosophy Pertaining to an Activities Program

The particular philosophy that a school has will determine for the major part the kind of a program which that school has.

A portion of one's philosophy of education might be similar to the following if a strong activities program is being followed.

In a democracy we believe in the growth and value of the individual. As such we must provide the type of experiences that will allow for maximum growth of the individual. Each student is a complex pattern of value potentials. He must be provided with activities so as to progressively grow in his ability to make up his own mind about that which he shall believe, even to conceiving new ideas for the growth of society and the world in which he lives.

In providing these experiences, we also have an obligation to pass on certain cultural values and traditions which we hold to be worthy of transmitting to younger members of our society.

We think of learning as a change of behavior, developmental in nature resulting from experiences both in and out of school, in and out of the classroom. We recognize the importance of concepts such as generalizations, desirable patterns of conducts, attitudes, and emotions.

We also think of the activity program as an important means of giving youth the opportunity for self-expression, creative enterprise, personality development, establishment of peer status, and social responsibility.

Our Cover

The upper picture was contributed by the Lebanon Catholic High School, Lebanon, Pennsylvania. Among the many other activities, this school stresses speech training in various ways. However, the Annual Oratorical Contest is the outstanding speech activity of the school year. The winning contestant is entitled to represent the school in the Catholic Forensic League contests of the Harrisburg Diocese. Barbara Kirkessner, the winner, is standing at the lectern. The speech teacher, Miss Valerie M. Nichols, is standing back of the other contestants.

The lower picture was contributed by the John Marshall High School, Richmond, Virginia. The John Marshall Corps of Cadets' Christmas Ball is always opened by the forming of figures. The fifty couples in the picture are creating a turning cartwheel. Other figures included the school monogram, the class year, a Christmas Star, and even a Christmas Tree. The dance is attended not only by the figure couples, but the entire corps of cadets, their parents, and the faculty. The dance is a great reunion for cadet alumni.

Objectives Pertaining to Activities Program

Many integral parts combine to make the whole in a good activities program. Each of the various activities such as music, athletics, drama, journalism, student government, homeroom, student assemblies, social activities, educational trips, contests, student clubs, etc., must merge and be interwoven into a complete program with common objectives. This program in turn will be interwoven with the "credit" curriculum to make up the total school program. The closer these programs can come to being one, the more effective the result.

Each separate activity must set up its own particular objectives. The composite of these objectives of the individual activities become objectives of the activity program.

Some specific objectives are listed below in a manner which should make them useful for later evaluation.

1. School Objective: To develop attitudes and behavior patterns reflecting American ideals.

Pupil Objectives:

Attitude—to respect authorities.

Behavior Patterns—to conform with society.

2. School Objective: To enable students to gain practice in initiative, responsibility, and achieve self-realization.

Pupil Objectives:

Initiative—to allow students to start and plan own projects, programs, etc.

Responsibility—to assume obligations imposed by activities.

Self-Realization—to expand ideas with maximum participation.

3. School Objective: To enrich the formal curriculum and aid in successful attainment of formal curriculum objectives.

Pupil Objectives:

Enrichment—to participate in field trips, etc.

Experiences—to supplement those classroom experiences with actual situations and problems.

4. School Objectives: To provide for constructive use of leisure time.

Pupil Objectives:

Use—to develop an interest in hobbies, reading and/or avocations.

Social—to participate in activities, using time to good advantage.

5. School Objective: To widen the student's horizon of interests.

Pupil Objectives:

Appreciation—to develop appreciation of music, art, drama, etc.

Other fields—to gain an insight into vocations and actual experiences of life.

6. School Objective: To develop the student's social skill in practicing effective human relations, in developing democratic group responsibility, and in providing wholesome mental and physical recreation.

Pupil Objectives:

Social skills—to participate in a variety of social situations.

Human relations—to increase friendships and ability to get along with people.

Democratic group responsibility—to serve on an activity committee—to participate and accept decisions of group.

Mental and physical recreation—to participate in a health building program.

Many of the School Objectives and Pupil Objectives are quite broad. Each should become more specific as the objectives for each activity are worked out similarly. Additional objectives could be added to emphasize other individual, social, civic, or ethical outcomes. Each school will demand that the specific objectives vary for their school situation. If too many objectives are listed, they become meaningless in terms of accomplishment. Each year new objectives may be added and old ones deleted as the situation demands.

Methods Pertaining to Activities Program

Each area of interest or activity will vary tremendously in methods used in accomplishing its objectives. It is well recognized that the individual differences of teachers, sponsors, and students, coupled with the variances in communities and schools, will require careful selections of the methods used.

It is not the purpose here to discuss the techniques and methods used. It should suffice to say that the activity program must be divided into many varied activities, for which each activity will by necessity have methods unique to it. Each activity must be integrated into the whole activity program of the school.

Evaluation of the Activities Program

Has the program been successful in attaining the original objectives? What measuring devices or criteria can be used to enable school authorities to answer that question? To find the correct answer to these questions is not an easy thing to do.

Evaluation is a continuous process to be done at frequent intervals. Each activity will have to evaluate its own program. It is the job of students, parents, and teachers cooperatively to take a look at their accomplishments and failures.

Many articles have been written concerning the evaluation of dramatics, music activities, athletic programs, assemblies, school newspapers, yearbooks, club activities, etc. An example of such evaluation is given.

CRITERIA OF A GOOD SCHOOL ASSEMBLY

1. The assembly should have wide student participation.
2. The assembly developed talent and ability of the exceptional child.
3. There was coordinated, cooperative planning among students and faculty.

4. The assembly was part of the program of studies and represented school work.

5. There is proper balance between assembly program and other phases of school activity.

6. The assembly brought about a feeling of school unity.

7. The assembly provided opportunity for self-expression.

8. The assembly was entertaining and interesting.

9. The assembly provided opportunity to develop habits and attitudes of a good audience.

10. The assembly gave opportunity to gain a broader knowledge and understanding of life.

11. There was proper evaluation of the student assembly.

An excellent check list for Educational trips has been written by Noma Reid, (3—p. 138). A Student Council evaluation checklist has been prepared by Kirkendall and Zeran, (4—p. 122-123). Two suggested rating techniques, a "Chart for Picturing Club Activity" and "Student Evaluation Questionnaire," have been developed for Business Clubs by Fenner, (5—p. 54-56).

Group evaluation discussions, sponsors and student self-evaluation, check lists, rating scales, observation, and outside evaluation criticism may be used. All of these methods are good and should help improve individual activities, but they will not be too useful in determining actual change in behavior effected.

To be consistent with our philosophy of learning, we must take into consideration all of the experiences of the individual in all activities. We recognize that the student is what he is at the present moment because of the interaction of experiences and the accumulated effect they have on the individual. To try to tie in a specific attitude with a specific activity experience is a fallacious act. We must focus our attention on the student rather than on the program.

Each student's total activity and curriculum experiences must be accumulated in record form and certain evaluating devices then used to attempt to measure progress, trends, and changes in behavior, in terms of specific objectives. This necessitates the keeping of an adequate activity record that may be used for evaluation and proper counseling and guidance. We must try to establish the fact that the student possesses knowledge, attitudes, practical abilities, values, skills, and ideals that cause him to act in a democratic sociably acceptable way as a result of having had the activity experiences.

Evaluating Devices That May Be Used

1. Personality Tests

An insight into each student's satisfactory social and emotional adjustment can be secured from the use of personality tests. Sympathy, understanding, and insight

should never be underestimated as aids in solving of a majority of everyday problems. (6—p. 49)

Numerous tests have been advanced by authorities among which are the California Test of Personality, Bell Adjustment Inventory, and the Bernreuter Personality Inventory. Two good projective technique tests are the Rorschach test, and Henry Murray's Thematic Apperception test. Both of these tests require a person skilled in the ability to give the test and interpret the results.

2. Attitude Tests

If a student's real attitudes and not his "Sunday" ones can be secured early in high school, the teacher has something concrete to work with. At least, a starting point can be marked from which later tests can be used to note changes in attitudes as a result of learning experiences.

Such tests as Thurstone—edited Attitude Scales, Remmers—edited Attitude Scales, What Would You Do?—New York, and Social Attitude Scales are but a few of those in this area. Attitude tests may be developed for a school's particular situation according to the principles of construction given to us by L. L. Thurstone. (6—p. 67)

3. Interest Inventory Tests

Closely related to both Personality and Attitude tests are such tests as the Kuder Preference Record and Strong's Vocational Interest Blank. These tests are of extreme help in guiding students into experiences and activities which will allow them to make maximum growth. McKinney states that sponsors through extra-class activities can observe the changes occurring in students after a proper application of such tests. (7—p. 242). Students seem to find themselves if properly adjusted to an activity.

4. Rating Scales

Rating scale is a device that will help make a teacher's or student's subjective estimate more objective. Numerical, graphic, or descriptive rating scales may be devised to scale work habits and skills, student cooperation and social effectiveness, self-rating character charts, and many others. The California State Department of Education Bulletin, (6—ch. 9) has many excellent illustrations of such scales used by secondary schools of California.

The values of a rating scale lie in using them as a measure of change of behavior and as a self-evaluating instrument which helps the student to realize his weaknesses and strengths. Rating scales may be used for guidance and counseling.

5. Anecdotal Records

Cooperation of each teacher and sponsor is needed if a good anecdotal record is to be accumulated. Each episode or event that is indicative of significant pupil behavior, good and bad, should be objectively recorded. A pattern of social relationships and attitudes can often be established for an individual that will measure changes of behavior and indicate trends of growth.

6. Observation

Closely akin to Anecdotal Records is the observation of students' actions. Observations may be made in planned situations or at random. Such results may be made a part of the Anecdotal record or may be used in the reasoned judgments of teachers and supervisors in evaluation.

Evidence of the success of a school's program of citizenship education is to be found not only in observing the behavior of individual students but also in a study of group life in the school. (8—p. 343)

Autobiographies are very valuable to help gain an insight to an individual's behavior. At the secondary school level, the value that is gained is many times added by the students' reactions toward them. English and Social Studies classes may well be used as a laboratory to help evaluate students' conduct and attitudes.

This device may be used to determine the existence of behavior traits, social attributes, personality difficulties, and individual problems. An excellent problem checklist for secondary schools is the Mooney checklist. Teacher-made checklists are excellent because of the adaptation to the local situation.

Of particular importance in recent years is the use made of studies of relationships existing in groups. Sponsors may use these to further analyze the group and determine which individuals are isolated or rejected. This information may then be added to the anecdotal record.

When the situation warrants it, a case study may have to be made in order to help the student that is in need of guidance and particular activity experience.

Indirect evaluation of the soundness of these programs is somewhat easier to get and usually involves concentrating attention on a study of the program and the school. (8—p. 338). Questionnaires provide an excellent means of indirect evaluation. The Evaluative Criteria provided by the Cooperative Study of Secondary School Standards, (9—pp. 191-206) is an excellent questionnaire that may be used as a basis for group evaluation of a school program. Many such questionnaires may be found in current periodicals.

A type of Key sort card is recommended to facilitate grouping and locating problems pertaining to the activity program. The data and other pertinent information can be coded, the appropriate holes punched along the four edges of a card. By using a hand sorting needle, it will be possible to select cards according to a combination of given data or desired bases.

[illegible]

An Activity card used by West High School, Wichita, Kansas is shown in the above illustration.

There is a constant need for re-evaluation of the program. From the composite data obtained from the activities record card, certain correlations may be observed. By comparing coefficients of correlation with past computations trends may be established. A control device is secured that will be the basis for indication as to whether further study and work is needed in a certain direction. These devices act as "red flags" to the trained supervisor.

Interest areas and activities may be associated. Problems of youth and needs of youth may be identified and activities provided. The possibilities for use of such data seems to be unlimited, and exploration in the area offers opportunity for new development of the activity program.

An attempt has been made to indicate many of the evaluation devices that may be used to measure the effectiveness of specific pupil objectives and school objectives. A Data record has been suggested and appropriate use of the data related.

Without permission of the author, certain questions found in the AASA 32nd Yearbook have been modified to add to the critical thinking and evaluation of the Activity Program (8—p. 355-359).

1. What has been done to develop a constructive approach to the activity program?
2. What has been done to sensitize the school community (staff and laymen) to the fact that the ultimate evaluation of a program of activities is to be found in the changed behavior and conduct of youth?
3. Does the school community actually accept the growth of all children and youth into good citizens as one of the most important goals of public education or does it still think that good citizenship is an inevitable and practically automatic by-product of any program of education?
4. Does the school community realize that the character and tone of student life and activities are most important elements in a program of citizenship education or does it regard these as "frills" that youth enjoy but that actually interfere with the work of the school?
5. Does the school community recognize that both in the classroom and in student activities, the degree of

responsible student participation developed is of the utmost importance in a school's program of developing social and civic attitudes?

6. Does the school community realize that youth of various ages can and should carry a much larger share of responsible participation in school and community affairs?

7. Has an effort been made to identify able men and women in the school community, outside the teaching profession, who are able and willing to work with teachers in a study of what a good activities program is, in appraising the existing program, and in the development of proposed changes in it?

8. What has been done to provide opportunity for all students to participate in activities that will allow maximum growth in all objectives, instead of following the older practice of limiting these activities to a few students enrolled in certain subjects?

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Results of college alumni survey, sponsored by an interfraternity council, indicate that a large percentage of alumni advise affiliation in a college fraternity.

Shall I Join a College Fraternity?

SHALL I JOIN A COLLEGE FRATERNITY?

If so, in what year of study? What are the advantages of fraternity life? Its disadvantages? How can the experiences of fraternity life help me to become a better engineer? A better citizen?

To these questions the Interfraternity Council and the faculty and the administration of Newark College of Engineering wanted the answers from the alumni—men who attended the college, joined a fraternity, and are working as engineers.

The Interfraternity Council prepared a questionnaire and sent it to a representative cross section of the alumni of the six fraternities on campus. The following is the crux of the letter which was enclosed with each questionnaire:

"As an alumnus, you have a perspective of fraternity life which we, as undergraduates, do not have. Your answers will be very helpful to us so that we can present authoritative facts to prospective members of fraternities and also to the parents of our freshmen who have little or no idea of fraternity life."

Responses came from alumni who were graduated from 1927 to 1953, the largest number coming from the Class of 1949. The attitudes of alumni can be summarized by some of their comments concerning the survey. One alumnus wrote: "I believe that it (the survey) is a step in the right direction and should be continued." Another stated: "I think that it is a good idea and should be used for various other surveys within the engineering profession."

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About eighty-two per cent of the alumni joined a fraternity in either the freshman or the sophomore year at college. Sixteen per cent joined in the junior year, and only two per cent in the senior year. Many alumni stated that to receive the most benefits from fraternity life, one should join in the first two years of college.

According to the alumni, they overwhelmingly stated that the five outstanding advantages of fraternities are as follows: they provide a training in getting along with people, offer social-cultural opportunities for the student, foster lasting friendships, develop a feeling of mutual interest and responsibility among its members, and instill a better spirit within the college.

As for other advantages, their responses indicated that fraternity life encourages service to the college and to the fraternity, renders social service to the college, encourages individual participation in the extracurricular program, helps to develop a mutual appreciation of others' interests, and presents experiences in group discussion.

Still other advantages of fraternities are that they aid freshmen to adjust to college life, discover and develop latent qualities in individuals who might have been lost in a larger group, en-

courage scholarship and self-discipline, offer opportunities for creative activities, and render social service to the community.

Fifty per cent of the responses named the increase of the cost of college life as the outstanding disadvantage of fraternity life. Of this group ten per cent indicated that this increase was slight, and another ten per cent agreed that fraternity life was well worth the increase.

Only eighteen per cent indicated as a disadvantage the unjust discrimination in rushing and pledging. Eleven per cent said that fraternities foster a creation of a special-privileged group and tend to be exclusive and snobbish. However, one alumnus said: "Although there are naturally some disadvantages and inequalities in the fraternity system, I believe that the advantages and virtues far outweigh them."

It is interesting to note that thirty per cent said that nothing was missing in fraternity life. Another thirty per cent thought that a fraternity house where they could have adequate study and sleeping facilities was missing. The lack of college and fraternity spirit, a non-segregated group, insufficient time to participate in campus life, interfraternity cooperation and affairs, and a liaison between the college and the fraternities were other factors that the alumni felt were missing in fraternity life.

"Technical knowledge alone," wrote an alumnus, "is not sufficient for success. Meeting and dealing with people is very important. Fraternity participation served this need." This summarizes the answers to the question: How have the experiences of fraternity life aided you to become a better engineer?

Twenty-five per cent felt that the experiences of fraternity life taught them how to cooperate with and understand others and to be better prepared to get along well with people on the job as on a social plane. In addition, the same percentage said that these fraternity experiences encouraged group discussion and group experiences, broadened their professional and social viewpoints, developed poise and initiative.

It is interesting to note some of the comments which the alumni expressed concerning this question:

Fraternity life added that dimension to my personality which is missing in so many of the "machine-type" engineers. It therefore opens up many opportunities.

Fraternity activity is worth any two other college courses.

Fraternity life has allowed me to come in contact with those in other branches of engineering. In industry, engineering overlaps considerably. At alumni meetings useful bits of information are exchanged.

As a result of conversations with graduate engineer alumni, I obtained a better understanding of the engineering profession. This resulted in my specializing in more theoretical work.

How have the experiences of fraternity life aided you to become a better citizen? "The problems of a fraternity are the same as those of a community—on a small scale. An understanding of and participation in fraternity problems lead to a better understanding of community problems," wrote one alumnus to answer this question.

Fostering fellowship and a sense of responsibility and cooperation in group participation, helping people to get along better with others, seeing and respecting the other person's point of view, learning group and civic responsibilities, and learning lessons in the process and workings of organized groups are the chief ways in which fraternity experiences help to make better citizens.

To be specific, the alumni made the following statements concerning cooperation:

It showed that when the spirit of cooperation is present, things get done. I try to cooperate with my employers, friends, and neighbors in order that everyone will be happy and get along with the minimum of friction.

Fraternity life demands that cooperation of various individuals be wholehearted to run a successful fraternity. This lesson when learned further develops the desire to work in civil activities for the betterment of the community, state, and country.

Two other comments show how fraternity experiences have taught democratic behavior:

They taught me the value of brotherhood, an essential in becoming a good citizen in our great country.

I do have an understanding of the value of consideration of all sides of a given problem and the need for logical basis for decisions.

What advice would you offer an NCE freshman who would ask you this question: Shall I join a fraternity? Ninety-six per cent of the alumni answered, "Yes." The reasons they gave are as follows: to gain friends, to acquire social experiences, to aid social development of the student, to develop the well-rounded student to gain an important phase of college life, to obtain a sense of belongingness in a group, and to aid in the student's adjustment to college.

The alumni advised the freshmen accordingly:

I believe for most students joining is not only desirable but strongly recommended for better over-all personal development.

Attending a commuter school, one will find it difficult to make real friends. A fraternity

offers friendship after school hours with people of common minds but with different personalities.

It will broaden your knowledge of tolerance, instill a spirit of cooperation, improve your loyalty to your college and your community, and teach you how to live with your fellow brother. It gives you an opportunity to be on your own.

Specific preparation and experience are supplemented by conventions in equipping council sponsors to render more efficient and practical assistance.

Helping Council Sponsors Improve in Service

MANY TEACHERS BECOME SPONSORS of pupil activities without much, sometimes with very little, preparation for their responsibilities as sponsors. Most times these advisers of clubs, councils, and other activities must learn their duties as sponsors after appointment or election. In many instances, principals and supervisors find it impossible to give the sort of specific help needed by sponsors of the great variety of activities offered in most secondary schools today.

In recent years, a number of ways have been tried by sponsors of student councils in order to improve in service. Some of them have found university courses helpful. (Stern, William S., "A Blindspot in Teacher Education," *NEA Journal*, May, 1953, p. 301.) Others have attended the sponsors' meetings scheduled at annual conferences of the state associations of student councils.

In New Jersey, over a period of years, an unsuccessful attempt was made to organize an effective state association of council sponsors. But probably the most successful method of in-service training of council sponsors, in New Jersey at least, has been the workshop organized by the School of Education of the State University. Maybe student council workers in other states would care to read details about the behind-the-scenes arrangements of these workshops. The reader can judge for himself how effective these devices would be in other states.

For more than a dozen years the writer has had the pleasure of working closely with persons throughout the state who are interested in improving practices of student councils. It would be foolhardy to try to name all people who have

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figured in the planning, organizing, and developing of our program.

However, certain persons should be cited by name for their contributions: Dr. Ablett H. Flury, Assistant Commissioner of Education, and his chief assistant, Mr. William H. Warner, Director of Secondary Education in the State Department of Education; the members of the standing committee on student council for the state association of secondary school principals; Warren H. Held, principal of Plainfield High School, Harvey Nicholls, principal of Bound Brook High School, and Charles Hays, assistant principal of Salem High School; Mrs. Freda W. Marden, executive secretary of the New Jersey Association of High School Councils; Professor J. Donald Neill, who as acting dean of the School of Education, gave his blessing to the workshop at its initiation; Dr. Henry C. Herge, present dean of the School of Education (who encouraged its continuance); the officers of the state association of student council sponsors; and all others who aided by answering questionnaires, evaluation sheets, and many other inquiries.

New Jersey secondary school principals, individually and collectively, have been closely identified with the student council movement and their enthusiastic support has been evident in a number of ways. They have a standing committee on student council. They have supported fi-

nancially certain of the activities of the state association of student councils. They have frequently attended the conferences of the student group and more recently have participated in the several sponsors' workshops as chairmen, consultants, or just members of the group.

About half of the spots on the program are filled by administrative officials; the other half, by student council sponsors. One can hardly preach the theme of participation in management of school affairs unless this cooperative spirit is evident in the planning of the workshop. Each year when the sponsors are invited to attend the program, each principal also is informed of the meeting and is invited to participate.

In New Jersey sponsors of student councils meet each other at least once annually at the conference of the students' association. In certain sections of the state, county, intercity, or regional associations have been organized which meet periodically throughout the year. (Stern, William S., "Cooperative Groups of Student Councils," *Clearing House*, November, 1954, pp. 177-179.) Therefore, the persons who frequent the workshop are not completely strangers to each other. However, in order to select topics for the workshop sessions, a checklist is sent to sponsors who return it to the coordinator in advance of the day of meeting.

At the first workshop in 1952, three small groups were organized, each one with a leader and consultant. During the morning session, it was decided to concentrate the attention of each group on administrative problems of sponsors; in the afternoon, on worthwhile projects.

At the second workshop, workshop groups were organized to consider these topics: desirable projects for council to undertake, improving council meetings, areas of council authority, improving assembly programs, and problems of newly appointed sponsors.

At the third workshop, these topics were considered in small groups: areas of council authority, desirable projects to undertake, improving council meetings, orientation of new students, problems of newly appointed sponsors, standards of a good student council, and ways to secure cooperation of non-members of the council.

Preparations for the day itself have been numerous. In addition to the arrangements for rooms, eating facilities, publicity and registration, considerable planning was necessary to secure the services of a balanced group of chairmen and consultants. Recorders were appointed by

group leaders. A cursory glance at the program will disclose that the leadership of the groups included secondary school principals and student council sponsors (men and women) from different types of schools in virtually every section of the state.

Often it has been necessary to make many person-to-person long-distance telephone calls in order to conclude arrangements in time to mimeograph programs. For the third workshop, mimeographed copies were prepared of Vanderbilt's standards for a good student council, a selected bibliography on student council, and an abstract of a survey made on the student council sponsor in New Jersey (published February, 1955, in *SCHOOL ACTIVITIES*). Each leader, consultant, and recorder was given a copy of suggestions.

Each year, the workshop day has been organized in a somewhat different fashion. The general session in the morning was devoted the first year to organization detail. The second year, Dr. Elbert K. Fretwell, formerly of Teachers College, Columbia University, delivered the keynote address and Gerald M. Van Pool, Director of Student Activities for the National Association of Secondary School Principals, spoke briefly. (For a brief report on the second workshop see Stern, William S. "A Student Council Sponsors' Workshop," *Bulletin of the National Association of Secondary School Principals*, October, 1954, pp. 153-155.)

At the third annual workshop, a report of the survey of student council sponsors in New Jersey was the featured presentation by a member of the Advisory Committee of the NJAHS. Afternoon closing sessions were tried at the first two workshops and eliminated at the third one. But, in each workshop the major emphasis was placed on workshop sessions. Each year a summary of the discussions was compiled, edited, mimeographed, and distributed to each participant.

The costs of running the workshops have been borne each year by the host, the School of Education of Rutgers University. Each participant in the workshop paid his own expenses for transportation and luncheon which he obtained cafeteria-style at the University Commons. Although a precise record of the costs of postage, mimeographing, telephone calls, etc., was not kept, it is estimated that the costs to the University each year have been rather modest.

On the evaluation sheets, participants cited the workshop groups as the feature found most

interesting and most helpful. Participants appreciated the chance to work with others who had similar problems, to find out how councils operated in other schools, to be able to talk "specifics," and to exchange experiences and ideas. They praised the workshop groups as informal, honest, frank, open, practical, concrete, friendly, and worthwhile. In 1951, others noted the leadership of the groups, the give-and-take of discussions, the topical division, and the study by Mrs. Marden.

The feature of the third workshop which was described as least interesting and least helpful by the participants on the evaluation sheets was the opening general session. However, it should be noted in passing that about seventy per cent of the participants either omitted answering this question or wrote simply "None." Fewer than ten per cent of the evaluation sheets contained remarks such as: too much time was spent on certain topics, big-school ideas do not apply to small schools, lack of concrete suggestions, and lack of new ideas. One deplored the lack of time which limited the number of groups he could attend.

Among the suggestions made by participants on the evaluation sheets were these: more time for workshop sessions, organization of groups according to size of school or type of school, special provision for junior high school and elementary school, outlining the agenda of each group in advance, a summary or report on the other groups (which has been done each year), a chance to eat together rather than sitting in many spots throughout a large cafeteria room, a greater variety of groups, fewer groups, and an authoritative speaker at the morning session (the pattern followed at the second workshop).

A brief summary of the other answers on the evaluation sheets is given in this paragraph. About one-third of the participants in 1954 said they had attended the 1952 or the 1953 sponsors' workshops. No one said that he wanted to have the time for the workshop increased to five days.

A majority (55%) did not wish to extend the time to two days; about one-third said they preferred a two-day session. Ninety-six per cent of the participants reported that they think Rutgers University should continue to sponsor a workshop for student council advisers; four per cent did not answer the question. More than eighty per cent of the participants think that the "fall" or "October" are the best times of the year for a sponsors' workshop.

Apparently New Jersey educators are finding the workshop sponsored by the School of Education of Rutgers University for student council advisers to be worthwhile. They want to have them continued. A number of persons from other states have expressed an interest in the Rutgers workshops. Two national magazines have published accounts of the New Jersey experiments. Student council leaders from outside of New Jersey have attended the workshop.

Thus, a 1952 experiment in in-service training of student council sponsors has grown into what promises to continue to be an annual affair at the State University of New Jersey.

An Easter Choir Program

ELMER W. KIZER
Hughes High School
Cincinnati, Ohio

(Choir in pit. Houselights fade to OUT, and blue footlights come up.)

Alleluia Introit

(Curtain opens slowly during Introit, revealing dim hills and sky beyond Jerusalem. We are looking out over the city, **RIGHT BACKGROUND**, from a hill. At **BACK** is a groundrow of small bushes, and at right and left large trees frame the view. In **RIGHT FOREGROUND** is what appears to be the entrance to a rocky cave. As curtain hits **OPEN**, overhead spot fades in on **SHEPHERD**, seated on rock outside the cave.)

All in the Morning

Voice: (On PA) We climbed a hill outside the city—just before dawn—and there we rested—and listened to the words of our guide—and he said

(Light fades up on group of tourists, with cameras and walking sticks, **LEFT FOREGROUND**, facing native guide in local costume, holding long walking stick.)

Guide: From this hill we see all—out there the road from Galilee, my friends—and there the city—beyond that the rising slope—and here, this spot—yes, here some say it all ended

Shep: And here, some say, it all began.

Guide: They say He came along that road—along that dusty road, with His disciples surrounding Him, and when they drew nigh

(Intro. "Holy City")

Shep: (Over intro.) . . . unto Jerusalem, and were come to Bethphage, unto the Mount of Olives—lo, the city lay before them—and these were the voices they heard in their hearts:

Holy City

(During "Holy City," spots fade on Right and Left areas, and light fades in on the city, windows brightening, and over it, in the sky pinks and blues brighten with the rising sun. At conclusion, lights fade up on Right and Left again.)

Guide: Now you see from here the gate where He entered—so they say. And it is said that when He entered Jerusalem . . .

Shep: All the city was moved, saying, "Who is this?" And the multitude said, "This is the prophet of Nazareth of Galilee." And the multitude spread their garments along the dusty road, and others cut down branches from the trees and strewed them in the way . . .

The Palms

(During "The Palms" the light again fades from Left and Right areas and fades in on the faces of the choir in the pit, with more daylight rising in the background.)

(Reverse lighting as song concludes.)

Guide: My friends, from here one sees where the temple stood—and there, that road beyond the wall—it was there stood the house, so it is told now in the city—the house where He sat with the twelve to celebrate the feast of the Passover. Whose house? (Shrugs.) Who knows. Those of us who live here do not. They tell us that He sent for His disciples . . .

Shep: . . . saying, behold when ye are entered into the city there shall be a man meet you, bearing a pitcher of water. Say unto him, the Master saith, I will keep the Passover at thy house, and he shall show you a large upper room furnished. And it came to pass as He had said—and when the hour was come He sat down, and the twelve apostles with him.

The Last Supper

(During this number the lights fade Right and Left, and slide of last supper is projected dimly on the scene. Reverse lighting at conclusion.)

Guide: From this point (leading them up-stage, and indicating Left) it is possible to see

the garden. See there—the outlines of the trees, and there the clumps of brush. They say He left the feast and in the darkness found the garden there. His disciples followed Him slowly, so the story goes, and He led them finally . . .

Shep: . . . unto a place called Gethsemane, and He said to them, Sit ye here while I go and pray—and He went a little farther—and His step was heavy with sorrow.

Jesus Walked This Lonesome Valley

(Girl turns downstage into overhead spot and sings solo, while other lights fade, and blue lights come up dimly over entire scene. At conclusion, group turns back downstage.)

Guide: Day after day we bring the visitors to this place because so much can be seen from here—the city, the garden—and out there, beyond the city, the hill where they say He was taken by the soldiers. The rising slope there—and there the peak. They tell us that is the hill called Golgotha—and it was there, some say . . .

Shep: . . . they crucified Him. (Lights begin to fade, except on shepherd. And from the sixth hour there was darkness over the land unto the ninth hour—and on the ninth hour—the veil of the temple was rent in twain, and the earth did quake—(tympany)—into blackness and silence. Then voices rising:)

Were You There?

(During song crosses on top of the hill begin to fade in, dimly at first and then brighter, with the center cross finally becoming almost blinding.)

Shep: (over humming) And behold there was a man named Joseph, a good man and just—and this man went to Pilate and begged the body, and he took it down and wrapped it in linen and laid it in a sepulchre that was hewn in stone, wherein no man had rested. And he rolled a great stone to the door and departed. (End Song)

Guide: Yes, my friends, from this hill we see all—even here, on this slope, there are memories of those distant days. They say this may have been the spot where they brought Him. Who knows? Who can ever know? Within your own hearts you decide for yourselves. All I can tell you is that some say that here is where it all ended . . . (Large gesture.)

Shep: And there are some who say that this is where it all began.

"To book or not to book" pay assembly programs through agencies, a problem confronting secondary school administrators, deserves much consideration.

School Assembly Programs

DURING my nearly 30 years as a high school principal, I have had a number of interesting experiences with school assemblies. Our records show that we have had over 350 assemblies during that time, of which 174 are listed or advertised in last winter's issue of Talent Magazine.

The booking fee has run from nothing to \$500 per number. Throughout the years we have depended exclusively upon the student activity ticket to finance our assemblies and other activities. Approximately 98% of our students annually belong to the plan. Our present fee is 20 cents weekly and students are guaranteed \$17.00 worth of benefits yearly for one-half that cost by joining the plan. Other sources supply the balance. We urge students to invite their parents to be our guests whenever we have an assembly.

Our experiences with booking agencies and talent have been almost universally pleasant. Rarely has a number been cancelled or postponed, and then almost always by a non-school assembly agency. Rarely has talent personnel been switched or substituted without prior notification, or for acceptable reasons, such as war, weather, illness, accident, or misunderstood travel directions. One well-known symphony orchestra once delivered 27 musicians when 45 were contracted for.

Only infrequently have assembly performers said or done anything not in good taste, and then no worse, perhaps, than our own student shows have been guilty of.

We have always extended the courtesy of cashing checks for the talent, but have never been "stung" in the process. Once we missed some school stage equipment after a performance but guilt was never definitely established. We have, on occasion, returned property and personal effects left behind by performers. Independently booked talent and assemblies from some of the large national agencies which cater primarily to adults have been more apt to exhibit "artistic" temperament than have those we engaged through school assembly services.

One performer—a noted whistler—had an interesting selling approach. Offering to whistle for no set fee, he depended upon the generosity

HERBERT H. HELBLE
Principal
Senior High School
Appleton, Wisconsin

and satisfaction of the principal with his program for his fee. He didn't lose in the deal either. Audience satisfaction was so keen with his program that he was paid probably twice what he expected.

99% of our bookings have been made through regularly established agencies which, no doubt, accounts for our satisfactory experiences. Talent engaged this way almost always knows in advance the requirements of school appearances. They generally arrive in plenty of time, notify the school in advance of services or equipment needed, adhere to set time limits, pitch their performance to secure maximum student appeal, and avoid unnecessarily controversial or questionable matters. In other words, they tailor their performance to meet and fit the particular audience situation facing them.

In large audiences of more than a thousand, question and answer techniques, conducted from the stage, seldom work well. Other student participation, regardless of the size of the audience, always works well, particularly if arranged for or rehearsed in advance.

After nearly 30 years of booking our standards for performances have become rather high. We are always in the market for better school assemblies, and are willing to pay the price. Good numbers are becoming increasingly difficult to secure. As a member of the auditioning board of The School Assembly Service in Chicago, I know some of the problems facing such booking agencies. The problem presented by the recent trend in schools to turn over selection of assembly numbers exclusively to students tends to put pressure on agencies and talent to furnish only entertainment to the detriment of educational and inspirational numbers. Widespread exposure of students to radio and television programs also places additional handicaps on school assembly talent.

As a result, in some of our larger schools and

cities, many of our student appetites are becoming jaded and sophisticated.

School assemblies, carefully selected and well-balanced, have made a great contribution to school life in the past quarter of a century. We school people owe a debt of gratitude to the many talented performers and assembly booking agencies who have made this possible.

St. Vincent's French Club Accents the Creative

SISTER M. THOMAS
St. Vincent High School
Akron 3, Ohio

"St. Catherine, send me a man!"

Highlight of the year's program for the French Club at St. Vincent High School in Akron, Ohio, is the Saint Catherine's Day Parade. The activity is modeled on a Parisian custom. Throughout the year French demoiselles plot and plan to create a hat that will catch some masculine eye come November 25, the feast of St. Catherine. At St. Vincent both boys and girls create hats. Boys select their models and prizes are awarded to winners in each category. Originality, taste, and economy are considered by the judges.

This year WEWS in Cleveland televised the hat show. Girls modeled in a cafe setting to the strains of "April in Paris."



Five St. Vincent High models sport the chapeaux they designed and made for the St. Catherine's Day Parade. From left to right in the first row Ann Curtis created *La Vie En Rose*, a lace doily starched with sugar water and crepe paper roses; Mary Jane Michalec, *Boudoir*, a powder puff topped by a bottle of perfume; Generose Gill, *Cocktails for Two*, stuffed gloves holding glasses of pseudo *Crème de Menthe* (really green water in paraffin sealed glasses); in the rear Gerry Keenan chose the Eiffel Tower, silver toothpicks, net, and Christmas tree balls; Deanna Toth, a French poodle, stuffed terry cloth and yarn.

Video

Camera 1: Dolly Out for LS Café Scene Inc., first girl with hat

Dissolve to second girl with poodle hat (Camera 1: get girl ready to come out from your right)

Take 1: Soda Top (Camera 2: Ready on girl to come from your left. Football hat)

Take 2: Football hat

Take 1: Stuffed gloves

Take 2: Eiffel Tower

Take 1: Roulette

Take 2: Apple

Take 1: Palette

Take 2: Sausage

Take 1: Parakeet

Take 2: Map France

Audio

Music: Piano, "April in Paris" up Brd.

Narrator: November 25th, the feast of St. Catherine, brings the gala parade of chapeaux so dear to feminine hearts. The hats you are about to see are all student designed and student made.

Deanna Toth gives her pet French poodle an airing on the Boulevard Saint Michel wearing her *Petite Caniche* or little poodle. The pup is made of wash cloths covered with yarn.

Yum! Yum! Maureen Spearman is si *délicieuse* in her Strawberry Delight. Metallic paper over cardboard forms the glass. That fizz on top is angel hair. Like a sip?

Etude d'Automne is Ann Walter's seasonal entry. A victorious team suggested the football base and the goal posts made out of baby mums.

Patricia Shand is all set for that afternoon date in "Cocktails for Two." That's colored water in paraffin sealed glasses. Stuffed gloves create the illusion of hands.

A bit of Paris itself is this miniature Tour Eiffel perched on Gerry Keenan's dark hair. A tower of silver toothpicks, Christmas tree balls, and net rises from a black satin and felt base.

Ready for an exciting evening is Diane Morris in her exotic Roulette. The wheel forms the brim while ribbons of white roulette balls complete the picture.

Emilie Delagrangé hunted through the pages of folklore for her idea. She balances an apple and an arrow in true William Tell style.

An easel and an artist's palette are the ingredients Mary Ellen Doran used for her chapeau, *La Bohème*. Blobs of oil paint form the color wheel on the palette.

Petite Suzette, the brain child of Madeleine Gallagher, should delight all gourmets. A ribbon of sausages dangles temptingly.

That's a parakeet perched in the cage on Patricia Meadows' head. She calls her entry *L'Oiseau En Cage*.

An athletic contest, the annual Tour de France, gave Carol Huber a name and a theme for her chapeau. A miniature bicyclist races toward the second *étape*. The *étapes* or stations are marked on a map of France.

| | | | |
|------------------------|---|---|---|
| Take 1: Lace | In a sentimental mood, Ann Louise Curtis created a hat to fit an old-fashioned valentine. She used a lace doily starched in sugar water and a few roses to make <i>La Vie En Rose</i> . | Take 2: Teddy Bears | Baby sitting might have furnished the inspiration for this goldilocks creation. Two teddy bears frolic around a tree on top of Mary Codispoti's curly locks. Evidently Charlotte Hummel isn't afraid of spiders. She's modeling Black Widow. The spider is an umbrella frame covered with net, a black silk stocking, and white hat pins. |
| Take 2: Perfume Bottle | Mary Jane Michalec models <i>Boudoir</i> , a unique number Lily Dache would appreciate. A bottle of tantalizing Fabergé rests on a fluffy powder puff. | Take 1: Spider | Thank you for being with us this evening in the <i>Café Des Etoiles</i> for the parade of prize-winning hats. And here is Chef Bob Snyder with <i>crêpes suzettes en flambeau</i> for your eating pleasure. |
| Take 1: Bottle ink | Dorothy Wozniak went literary in her entry. Maybe Dorothy is giving some negligent correspondent a hint. Stationery, a quill, and a bottle of ink filled with green glitter were her materials. | Take 2: On Chef with pancakes (Comes toward camera) | All guests at Table in <i>café</i> clap. |
| | | Camera 1: Get LS Café Scene | |

A school year's activities can be made more enjoyable, more meaningful, when members of the faculty eat and play together and really have fun.

Faculty Fun for Everyone

DOES YOUR FACULTY HAVE FUN together? Such a question may seem facetious, but if a faculty is going to work well together they should also have a lot of fun together. It reminds me of the classic story of the high school freshman who, when asked if he was enjoying his teachers, replied, "I think it is against the rules."

The functioning teachers' organization in your school doubtless plans social affairs and get acquainted parties especially in the fall when new members of the staff are met for the first time. An initiate can often tell a great deal about a faculty he has joined when he sees them together for the first meeting in September. Are they happy to see one another, or is there an air of, "Ho hum, here we go again," about it? Do people chat together or staunchly take a seat and wait for the meeting to be called to order? First impressions are sometimes lasting and are often difficult to change once they have been formed.

A well-planned social program that really works is worth a great deal to a school and to the community at large. It makes for a congenial background in which to work, and knowing that "All work and no play makes Jack a dull boy," it is as necessary to have fun as it is to correct yesterday's math test.

One of the affairs our faculty looks forward to is the outdoor breakfast held during the very first week of school. New teachers are contacted and invited to be special guests; we make sure

CATHERINE H. BRAUN
High School Instructor
Joliet, Illinois

they get to the place of meeting, are introduced to everyone, and get all they can hold to eat!

When the dew is yet on the grass, the smell of coffee cooking in the big washtub over a wood fire and the odor of bacon frying, tended by the woodshop teacher complete in chef's apron and perky white hat, is enough to make everyone look for the fruit juices, the sweet rolls, and to order their eggs, soft, medium, or hard, done to the cook's taste and dished up neatly on the plate.

No one keeps track of how many cups of coffee you drink, or how many times you return to have another strip of bacon, for it's good to be alive and on the job again.

Young parents bring children of assorted sizes, and there are always baby sitters aplenty; parents of teachers and former faculty members help to swell the number, but since reservations have been made, a nominal cost-price collected, and a few extra places added just in case someone decides to come at the last minute, it all works out, for there is enough for everyone and to spare.

The men gym teachers are adept at dishing up breakfast and have done it for years. We never lack for help in toting the big coffee pots from table to table, and clean up is fast and speedy for everyone pitches in to assist.

Some of the youngsters (sometimes an older too) play tennis before and after breakfast when we go to the park that has good courts. But the happy informality of it puts an air of congeniality over the first few days and teachers are ready for the long session of assigning pupils to classes, the work that follows for that day. It helps to set the tone for the entire year.

Two other parties are planned, one for fall and one for spring. These, too, include other members of faculty families, those who have retired, and some friends interested in school but not connected with it. They may range from an old time silent movie to the latest in travelogues by faculty travelers, or from games and eats to bridge, canasta, or pinochle, or even double solitaire.

At Christmas time the most formal of affairs is the faculty tea given for the wives and mothers of faculty members who have organized into a club group of their own, plus former and retired teachers. A program is arranged, centered around the Christmas theme in music and poetry; student groups from the choir, orchestra or band, as well as faculty groups performing just for this occasion are heard.

The tea table is beautifully and artistically arranged by a committee of teachers, and the refreshments are sometimes ordered from outside, or made by the employees of the school cafeteria.

Weeks ahead everyone looks forward to this affair, for it is the highlight of the year. You can't help but feel the Christmas spirit by the time this party is over. Usually this tea is held the last Friday before the holiday vacation, and after school is dismissed for that day, just as twilight comes, the witching hour of the early evening.

In spite of snowstorm, sleet, or rain former teachers travel miles to return for this hour with old friends and associates.

But in January when we get to the point where we want to pull hair with students and with each other, when program time follows final examinations, we have a party that is strictly *en famille*. After struggling for days with grades and juggling with student programs, when tensions are high and nerves are taut, come Wednesday noon of "that week" the manager of the cafeteria, with her helpers, plans a sumptuous dinner for us at a nominal price and now we really let our hair down. This is all for fun.

If you have been on the faculty, and maybe

if you are very closely related to faculty, you may be invited, but since we are all working hard and fast, this is food and fun and just for ourselves, if you please.

The dinner is simply out of this world, from juice to dessert, plus all the trimmings, but the program that follows is corny and classic, but essentially it's FUN.

We review the year just ended in pantomime, doggerel, skit, or song; we pan our successes and errors without hurting feelings; we let off steam with a laugh that can be described as a guffaw; we try to see ourselves as others see us.

The whole affair is timed to an hour and a half, and back to work we go, but we feel giddy, gay, and glorious, and finish the assignment work in jig time.

New faculty members are queried in the fall for entertainment talent; notes are kept on strange, queer, and unique events that occur during the school year, to be played up in one form or another. No trouble is had finding people to participate. When they know that it's all in the family and all for fun and frolic they are more than willing to perform.

One year the singers among the men formed a quartet and gave us some delightful music for after dinner. The teachers in the girls' physical education department gave a skit for us.

One of the highlights of the year was the ballet executed by the men of the boys' physical education department. To the music of "The Dance of the Sugar Plum Fairies," four of the teachers did the ballet, having been aided and abetted by the women gym teachers.

One ballerina was over six feet tall, weighed over two hundred pounds and had played with the Michigan Rose Bowl team in the line; another was also over six feet tall, but lean and lanky, a former Whiz Kid on Illinois' famous basketball team. The other two were petite, but stocky, football, baseball, and track coaches, one a famous handball player from our area.

Costumes were resurrected and created from football sweaters and sweat pants, plus ruffles and spangles left from some dance affair of several seasons past. We laughed and cried with glee as we watched these stars perform, and they had practiced until they were perfect, but a riot to watch.

One of our history teachers earned his way through school giving pantomimes synchronized with records and did an outstanding performance of Jimmy Durante and the lost chord, then with

the clever assistance of the school nurse they did "I'm a Lady," and brought down the house.

One year we presented that old classic of college days the *Mum Family*. There was *Maxi Mum*, the chef of the fall picnic all dolled up like Astor's horse; there was *Mini Mum*, his wife, but in reality an English teacher who had a gorgeous creation of a hat straight from Paris, seasons back to be sure, but nevertheless from Paris; there were the twins, *Chrys an The Mum*, one the blond nurse who served with the Army in the Pacific, and the dark haired English teacher, our first exchange teacher to England.

While not identical siblings, we fixed them up with all the results of the Binet Simon test, and all the environment they could take; what happened to make them so different we didn't venture to hazard a guess, but they were adorable members of the family.

To make the family complete there was that all American boy, *Opti Mum*, the devilish handball, track star, and ballet dancer. Believe me, he entered the family circle equipped for life, complete with baseball hat, bats, gloves, mask, chest protector, and gum.

Corny? Perfectly. Fun? Each had gathered

his or her own costume and they were a sight to behold. Since they had nothing to do but appear to good advantage in their own role it made a lot of fun with little effort.

A fairy story concocted from the names of present faculty members and done in doggerel added to the fun, labelled *Faculty Fable*. And so it goes. We'll pan anything from the band concert to the last school election, but do it just for fun.

Teachers who have been with us and like to take part in such affairs start thinking about the January party as soon as school begins in the fall. They cache away in their minds funny events, and after mulling them over, come up with something that is the *pièce de résistance* for that year's party. Even during the summer ideas come up and are passed around sort of on the *Q. T.*

We pan the news for ideas and are likely to connect any event with the student football walk-out we suffered the previous fall, and before Christmas the program will be in the bag except for giving it. Practices are few, for we are too busy, but it is planned to be run fast and furious. When it's over we know we can live until June, no matter what happens after January!

Various improvements in student organizations can be assured by proper use of the results of an efficiently organized and administered questionnaire.

Student Council Evaluation

EDUCATIONAL LITERATURE pretty well establishes that school activities should be evaluated, and that this evaluation is seldom done. It is difficult to find published material to guide one in a first attempt at evaluating an activity. To be sure, one can find articles stating that objectives should be set forth, then an evaluation be made to determine how well these objectives are being met. But such nebulous suggestions, though fundamental, leave much to be desired in the way of practical help. The writer offers the following, hoping it will serve as a guide to those looking for more detailed help.

Following is a questionnaire put to the Avenal High School student body by its student council. It was part of the council's attempt to evaluate itself.

The greatest single source of help in drawing up this questionnaire was Ellsworth Tompkins',

ROBERT R. HALLEY
Student Council Adviser
Avenal High School
Avenal, California

"Student Opinion on School Administration," given in the April 1948 issue of *The Bulletin* of the National Association of Secondary School Principals. Included in this article were about sixty definite questions to be asked in a "Pupil Opinion Poll on Student Government." The thirty-five questions below reveal their dependence on Mr. Tompkins' list, though variation is evident.

The questions divide themselves into three groups: (1) an effort to determine how well informed the student body was on its own government and the actions of its student council; (2) an attempt to learn how well satisfied the stu-

dent body was with the functioning of its student council; and (3) an invitation for suggestions on how the council might improve its service to the student body.

Comments are given following some of the questions. A tabulation of responses was omitted on the assumption that they would be of significance only at the school where the evaluation was done.

A Student Council Questionnaire

Question 1: Are you a Freshman, Sophomore, Junior, or Senior? Tabulations were segregated by the classes, to discover any appreciable differences in knowledge or attitudes as the students advanced in school. In general, it was discovered the Seniors were best informed on their own student government.

Question 2: Does the Student Council charter Clubs?

Question 3: Does our school have a student handbook? The handbook was not a student council project, but the principal asked that the question be included. The council agreed to include the question if the principal would permit inclusion of question 5 below.

Question 4: Do you think the Student Council should set up rules for conduct around school? The council here was trying to determine whether to go farther in this direction, or whether to back off. The "No" answers increased as the students approached graduation.

Question 5: Would you have any hesitation about going in to see the principal? If you answer YES, please tell why. Eleven per cent said they would. Their reasons were predominantly in two groups: (1) The respondent was the shy type; or (2) The respondent did not care to risk his tenure in school by unnecessary conversation with the principal.

Question 6: Does the Student Council have a share in planning assemblies?

Question 7: Are reports of the latest Student Council meeting given regularly to the student body?

Question 8: In your opinion, can the Student Council accept greater responsibility? If so, how? The student body was evenly divided between "Yes," "No," and "Don't Know."

Question 9: Is the Student Council regulated by a constitution? If so, where have you seen it? Fifty-three per cent knew the correct answer. The

council was amazed, believing it had insured a 100% correct response.

Question 10: Can you suggest a question for the Student Council to study? If so, what? One sixth of the students made suggestions, many of them excellent. Sophomores and Juniors were the most helpful. There were the usual comments about smoking and fast driving. One suggestion, given by several students, was particularly impressive to the adviser and principal from a school-spirit standpoint. The school recently built an auditorium, replacing the folding chairs in the gymnasium with upholstered seats and carpeted aisles. A community organization obtained the use of the auditorium to give a show at which popcorn and candy were sold in the aisles. Under the present question, several students indicated they wanted their council to do something about the sale of foodstuffs in the new auditorium because "it's wrecking the neat seats." The council's request to the principal strengthened his hand. Requests for use of the auditorium are now granted with the provision no foodstuffs will be sold.

Question 11: Who is eligible to run for a student body office?

Question 12: How do members of the Student Council obtain their offices?

Question 13: When does the Student Council meet? Half the Seniors knew and about one-third of the rest knew. Efforts were made by the council to inform the others.

Question 14: Where does the Student Council meet?

Question 15: Who is president of the Student Body? The council was surprised to learn that one-tenth of the student body in this small (275) school did not know.

Question 16: Who is president of the Student Council?

Question 17: How often are Student Council officers in charge of assemblies?

Question 18: What recognition is given to Student Council members? Correct answers to this question surprised the council members, who were not aware of many forms of recognition they received in addition to their pins.

Question 19: When the minutes of the council meetings are read on the first period bulletin, (A) Are you interested in them, or bored by them? (B) Can you hear them when they are read?

Question 20: When the minutes and financial reports are posted on the bulletin boards, do you read them?

Question 21: If asked, could you name one or more Student Council members who are not fulfilling the duties of their office? Council members were aware of one person who was doing his job, and wondered if it was generally known outside the council. Ten per cent of the student body was also aware of it.

Question 22: Have you ever been disappointed in the conduct around school of a Student Council member? If so, what was he or she doing? Responses to this question made council members realize they were more closely observed than they had believed. (Example: "Walking on gym floor wearing street shoes.")

Question 23: How are financial reports of student activities made to the Student Body?

Question 24: What is one of the projects of the Council this year?

Question 25: What project did the Student Council complete last year?

Question 26: If you were concerned with some particular problem affecting all students in school, to whom would you speak first about it? This question was asked to determine to what extent the students looked to their elected leaders for help. "Dean of Boys," or "Dean of Girls" was the most frequent response, though "Student Body President" was a close second. "Student Council Member" was given as frequently as "Teacher." Of course, there were no wrong answers to this question; one student answered, "My mother."

Question 27: Give the name of a Student Council adviser.

Question 28: Would you rather be a Student Council member, or be a Class or Club president? This was an attempt to measure the prestige attached to being a council member, the assumption being that the effectiveness of the council was directly related to the prestige membership carried.

Question 29: To what extent are you satisfied with student government at present? If you are dissatisfied, please state why. The chief complaint seemed to be: "The Student Council votes on things and the student body doesn't." The council has been more aware since, and asks for votes of the student body on more issues than it did.

Question 30: Before election, are the qualities needed in a successful Student Council member outlined?

Question 31: How did you first find out about student government when you entered high school?

Question 32: What conditions in school are most in need of improvement? Forty-one per cent of the students offered suggestions. Most frequently mentioned was the need to keep the halls clean. A one-week campaign followed, with the condition of the halls remaining improved for the remainder of the school year.

Question 33: What provision is there for students to discuss matters that are coming up or have come up before the Student Council?

Question 34: What procedure do you follow in starting a school club? The question was intended to measure the student's knowledge of the student body constitution. In tabulating answers, though, it was difficult to distinguish between correct and wrong answers. Consideration should be given to rewording the question.

Question 35: What suggestions do you have to make the Student Council more effective? Educators would be hard pressed to give a student council a better list.

If you care to make comments not covered by the foregoing questions, please do so in the space provided below. Here again, valuable suggestions were made. Many, at first glance, appeared to be the gripes of malcontents, but they were worthy of investigation before being discarded; some were not discarded, but acted upon by the council.

As mentioned early in the article, the above questionnaire was only the first part of the Student Council's plan to evaluate itself. A different questionnaire was also submitted to the faculty, and the Student Council devoted some time to discussing its own successes and failures, and the reasons contributing to these successes and failures.

The comments given above would lead one to believe that the evaluation resulted in improvement for the school, and it should have lodged in the minds of the student leaders the importance of an organization evaluating itself. The faculty and administration hope these student leaders carry this idea with them when they take their places in their respective adult communities.

Building Human Relations Through Art--- A Book Review

PHILIP A. SEMAN

*Department of Sociology
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Los Angeles, California*

Building Human Relations Through Art. Louise Dunn Yochim. 157 pages — L. M. Stein, Chicago, Ill., 210 S. Clinton Street.

Louise Dunn Yochim, Supervisor of Art of the Chicago Public Schools, the author of "Building Human Relations through Art," in the opinion of the reviewer, has made a significant contribution in the area of constructive citizenship through constructive recreation.

Your reviewer lived in Chicago for over a third of a century and had close contact with the Board of Education in many of its activities, particularly the Art Department, when he was chairman of the Chicago Recreation Commission and invited the Board of Education to present an exhibit of the creative work of the department, and saw the value as have many thousands of educators, youth leaders, and lay people who recognized the creative arts as a means of developing good citizenship and as a recreational outlet.

In her book she presents chapters that deal with Building Human Relations through Art and discusses Fears and Hatreds. She shows how these are revealed themselves through art experience. Here she shows such effecting adjustments as "I hate 'Cops' and 'Dames'." "I don't like school." "I want to go to work." "I hate Mexicans." A very interesting chapter on Developing Sympathetic Attitudes in the Community.

The book will be of value to teachers, parents, and all those who are generally concerned with developing sound and wholesome attitudes in children through creative activity; such as social workers—and particularly group workers in agencies such as YM and YWCA Recreation Centers, public and private. Religious groups of all denominations will find the book of value.

The book also deals with such questions as how can the teacher and leader help his "problem" pupil through art, and help clarify controversial issues which arise in school, in the home, or in the community.

Your reviewer feels that one illustration, which he will quote almost verbatim, is of such importance because it can apply to any racial or religious group. For example "I hate Mexicans." Miss Yochim tells us that Pan-Americanism was stressed in the schools in Chicago a number of years ago. In the art class many discussions were held about the people of the South and Central Americas in order to acquaint the students with the customs and cultural contributions of these countries.

The acquired information was intended to build a general background for the painting experiences which were to follow later. A boy of seventeen was called upon to tell the class what he thought were the cultural contributions of his people. He rose and made a simple statement which left the class in an uproar. "The Mexicans," he said, "are dumb, I hate them. They don't know nothin'."

The boy was asked "Are you serious about your answer?" And in a very positive manner he replied: "Yes, they're dumb because all they do is work on the peanut plantations, on the potato farms, in coal mines, or in gasoline stations. What could they know and what could they contribute?" he concluded with vehemence.

This was obviously the kind of answer one did not expect from the youngster. Miss Yochim tells us that apparently he felt very unhappy about being a Mexican. By belittling himself and his people, he hoped to gain some sympathy from his classmates. Judging from the outburst of laughter which he provoked by his statement, the contrary was being achieved.

Miss Yochim here goes into a real group work technique process, and in the light of this uproar it became evident that quick action was needed, and she divided the class into committees to do research on the cultural contributions of Mexico.

Each of the committees was given time to prepare and to bring clippings, prints, and literature on the painting, sculpture, architecture, and minor arts of Mexico. Serapes, jewelry, glassware, masks, woodcarvings, and pottery were borrowed for class use. When all the material was finally gathered, many students from other classes came to view the display. In the classroom much discussion was given to the beauty and color of the land, its architecture, its magnificent churches, its museums, its art schools, its murals and paintings, and its great artists Diego Rivera, Jose Clemente Orozco, and Siqueiros.

Movies were shown on the land of Mexico and its craftsmen. It was interesting to note, we are told by the author, the reactions of the young man during this time. Although he said nothing, his eyes were sparkling with genuine appreciation, and at the end of the vicarious trip to Mexico one heard him say: "You know, I never knew so much about my people." It's not a bad idea to get acquainted with yourself once in a while no matter where you are from or what group you may be a part of.

Much more can be said about the easing of conflicts of maladjusted young people through art, but our author is directing her book to existing possibilities for human understanding made available through art experiences. This method of tapping the source of personal material has not as yet been adequately explored by educators.

She concludes her example by telling us what many educators and youth leaders know or should know that we must be aware of the importance of this medium of expression, and that often we must employ this means of obtaining additional information about the needs of youth either through the avenue of the arts or in many other ways.

The author's intention throughout her book was to explore the possibilities of the use of art as a medium through which understanding and cooperative attitudes may be instilled in young people, and thus the hope of developing happier human beings.

Editor's note: Only rarely do we use book reviews, but occasionally a book comes out which should be of direct and immediate interest to teachers, parents, and others. Here is one which is reviewed by a man of wide experience in youth work—past chairman, Chicago Recreation Commission, member of numerous commissions, well-known author in the field, Associate Editor of YOUTH LEADERS DIGEST.

"A student planned, student organized, and student managed promotional idea which began by manipulative democracy on the part of school administration."

Operation Co-operation

THE SPRING WEATHER had firmly settled into a small community in Lower Michigan.

The farmers were busy planting the fields, and the school children were beginning to show an apparent wanderlust by the dreaminess in their faraway stares in the school classrooms.

There was an obvious need for a democratic reorganization of the student body that would provide a group interest for every student in the entire high school for the remainder of the year. With that in mind the new superintendent decided it was time to originate a student planned and student organized group activity.

Frankly, the plan was autocratic in its origin, but through tactful and spirited manipulative democracy, on the part of the administration and staff, the plan grew from a budding seed to a gigantic undertaking which was publicized in the whole county as "Holton Holiday."

The manipulative part was accomplished by the Superintendent when driving the President of the Student Council and Varsity Club President into Muskegon to sit on a traffic jury in juvenile court. The seeds were sown and the need was shown for a student clean-up in the school.

Two days later the Student Council met with

NORMAN E. KUKUK
Holton Public Schools
Holton, Michigan

the Varsity Club and their idea was to have a clean-up day in the school. The clubs put *their idea* to the administration and the answer was an uninterested *maybe* if more plans could be shown toward the total project.

Meetings were held with this project in mind and the Superintendent and Principal were invited to sit in on all of them but only as members of the group and in an advisory capacity if wanted by the group. (Pre-manipulative plans made before hand by the administration.)

The plans were laid, argued, and rehashed among the group. The Sophomores withdrew from one meeting because of the loss of power to swing a discussion their own way. The plans were then sent to each one of the classes where they were hacked, and rehacked until they were sent back to the Student Council. At one point in the project they almost went "Belly-Up" as exclaimed by a freshman student because of dissension among the classes. In fact, the student body was so hungry for a democratic group activity that could stir interest and imagination,

that they were unaccustomed to cope with the gigantic growth the problem had attained. They were racing to a head-on collision of human personalities.

The objectives and goals were laid as foundations, and the aims set to attain these goals were made in detailed duties with chairman and committee for each duty. The known leaders were there, but the others (the poor students) popped off the shelf at unexpected intervals to take over tasks which gave an original twist to the already established foundation.

Posters were made in a political campaign, estimates on time consuming duties were made, supervisors were appointed, and the whole picture began to move with rapidity of a tornado.

The destined day finally rolled around where everyone, including the teachers, rolled up their sleeves and pitched into their given assignments. The hall monitors kept police duties to a minimum and the checkout counters for tools, soap, water, scrub brushes, and rags operated like a well-oiled industrial organization.

Tons of waste paper were swept from the school. From desks came old debris. Every window was washed in the entire school, paint jobs were going on, and teachers were busy taking inventory.

At the close of the day a large bonfire was lighted in back of the school where a pep rally was conducted and the school leaders gave "bread and butter addresses." At the destined time the school busses drove away from school with a happy but tired group of potential democratic Americans.

Objectives Accomplished

1. A new organized school spirit was originated to carry the student body to greater projects which high-lighted the building of baseball dug-outs of cement block on the school baseball field. At the close of the school year the students were planning a cement block hot lunch room in cooperation with the P.T.A. and the newly organized Junior Chamber of Commerce.
2. An interest was created in the bad students to spur them on to do better work.
3. Each student felt a part of the group.
4. The students cleaned the school, and felt it was up to them to keep it a sanitary and clean place to live during the school day. The general

appearance of health habits appeared to be improved for the remainder of the year.

5. The trouble spots were eliminated in the field of discipline, and the whole school seemed self satisfied with their efforts.

Results of the Projects

1. The school gained throughout Muskegon County, and was a leader in many other schools that followed in the footsteps of a clean-up day.
2. The maintenance problem was lightened on the janitor of the school. (Through this project the school hired two student janitors to the maintenance staff.)
3. The town was knit in closer unity, and cooperation was a governing factor in other plans and projects to follow.

Plans were begun for the next annual spring clean-up. Flaws were discussed and plans made for their remedies. Two cases of student discipline were dealt with by the student council leaving two boys restricted from social activities for the remainder of the year. All in all the project was a gigantic success, and *American Democracy* won out again making a once glorified country school steer their course toward a polished path of energetic Class "C" Open Door School of Education.

What You Need

BIRD STUDY FILMS

New versions of the popular bird films for intermediate through junior high study are ready for spring release. "Five Colorful Birds" (color only), shows protective coloring, nesting, and feeding habits, care of young of such common birds as goldfinch, cedar waxwing, scarlet tanager, woodpecker, and Eastern bluebird, with good close-up views to aid identification later in the field, and to motivate reading or art. Similarly, "*Birds of the Dooryard*" includes: robin, yellow warbler, Eastern phoebe, flicker, cardinal, tree swallow, house wren, and purple martin. "*Birds of the Countryside*," emphasizes balance of nature and value to man, showing: indigo bunting, Eastern kingbird, marsh hawk, sparrow hawk, nighthawk, mourning dove, meadowlark, and killdeer. Coronet Films.—The Texas Outlook

ASSEMBLY PROGRAMS

for May

May brings varied activities. Fetes, concerts, and honor assemblies appear on the calendar. Receptions for the graduates are in order.

May is a derivation of Maia, the Mother of Mercury. The Romans identified her with the old Italian goddess of spring, Maia Majesta. Sometimes, she was called Fauna and revealed her oracles to women only. Her services were conducted by the Vestals. Thus May was thought to be unlucky as a month for marriage.

Television for the Assembly

Educational television, like the assembly program, presents a great opportunity for the creative expression of young people. It is imperative that the students be trained in television. This can be done on the assembly program. The growth of commercial and educational television station networks demands detailed preparation. The general principles for assembly planning apply to those of television.

General principles to keep in mind are:

1. Keep the program simple, direct, and interesting. Don't try to show too much.
2. Personalities are important. Look for faculty people and students who have strong personalities. Those who sparkle are best.
3. Good teachers in the classroom make good telecasts and presentations.
4. Children are used on many programs in demonstrations of creative experience.
5. Scenery should be kept plain.
6. Programs are to be kept spontaneous.¹

After the script is written, the following suggestions will aid the director:

1. Rehearsals for timing and script revision are necessary.
2. Make copies of floor plan.
3. Acquaint students with conventional symbols and signals.
4. Learn the station's requirements for visual aids on charts, photographs, and devices.
5. Give time and thought to simple programs.

1. Jennie Waugh Callahan, *Television in School, College, and Community* (New York: McGraw-Hill, Inc., 1953), p. 265

UNA LEE VOIGT Enid High School Enid, Oklahoma

6. Seek the station program director's advice but do not bother him with trivialities.
7. Have dry-run rehearsal before going to the studios.
8. Program title should contain four words or less.²

A Director's outline for television is given in summary:

1. Tie the subject matter to life problems of the listener.
2. See that the viewer is benefited.
3. Try to create an active participation in the viewer.
4. In showing visual aids hold the item steady—give viewer time to see—use a warm-up dialogue for an object shown.
5. Clothing is important. Avoid high sheens and jewelry. Blues, grays, and pastels are good. Avoid distracting prints in ties and dresses. No special make-up is needed.

Tips to Television Actors:

1. Be natural and enthusiastic.
2. Learn the subject matter and order of presentations.
3. Speak the subject matter in your own style. Think clearly to project your thoughts and feeling.
4. Speak in your normal tone and rate—no need to rush.
5. If you make a mistake, don't worry; the world seldom sees perfection. Try to do the usual things unusually well. People understand that all human beings make mistakes. "Be natural, be sincere, be brief."

A summary of an article by W. J. Van Bortel entitled an "Television as an Academic Responsibility" relates:

"Educators must take the responsibility of injecting showmanship in education. It is an obligation. It is likely that only a small proportion could learn

2. Charles F. Hunter, *Lectures* (July, 1954). Northwestern University.
3. Van Bortel, W. J., "Is Television an Academic Responsibility?" *American Association of University Professors Bulletin* XXXIX (January, 1953), pp. 264-66.

that art of eloquent public speaking. Only simplicity and sincerity are needed. Simple and sincere presentation of ideas play an ideal role. Educators must accept the role of leadership for change and realize that it was salesmanship that took the chlorophyll out of biology and put it into the drug store."³

The conclusion is that the director of speech activities must include television in his list and prepare for participation in a new avenue of activity. The assembly program is an ideal situation.

SOPHOMORE ASSEMBLY

Suggested Scripture: II Timothy 2:1-15

"Sophomoronics" or "They'll Do It Every Time" was the title of our assembly presented by members of the sophomore class. The class president was emcee. The first part of the program consisted of skits from the life of a sophomore. This was done in story and song. A one-act play, "Sugar and Spice" by Ryerson taught that kindness and tact are the sugar and spice in life.

Class Day may show highlighted events by turning back the clock. Any events that students wish to remember may be presented in dramatization or song.

Folk dances similar to "All Around the Maypole" and "Daisy Daisy" are also enjoyable.

Awards for sophomores may also be given. Each president of the various clubs can pay tribute to the contributions of the sophomores. A mock trial may be presented. The president of the student council is judge. The sophomore class is on trial. Defendants must present evidence of good school citizenship by showing achievements.

Demonstrations of activities in speech, athletics, art, and music are presented by sophomores.

FAMILY ALBUM ASSEMBLY

Physical Education Department

Suggested Scripture: Proverbs 31

Another suggestion is the Family Album. The scene is the living room where Grandmother describes the great, great aunts and uncles who danced the minuet. The huge album opens and three couples present the minuet.

Then mother tells of the Virginia Reel and costumed couples appear and dance this reel.

The polka and the Charleston are also presented. Costumes of the gay nineties and late twenties are featured.

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Then the jitterburg group and the modern dance group finish the program; the album closes. Grandmother can participate.

Home economics and speech classes can aid in costuming of the group. The assembly group can write script and plan the details.

This program is appropriate as a Mothers' Day Assembly. Mothers are the honored guests.

Songs may be included in this assembly: "The Quilting Party" and "Carry Me Back to Old Virginny" are songs of long ago. The Gay Nineties featured "Annie Rooney" and "Sweet Adeline." Then followed, "When You Wore a Tulip," "School Days," "Moonlight and Roses," "Old Man River," and other popular songs. The music committee will enjoy selecting songs of long ago.

EXCHANGE ASSEMBLY

Student Council

An assembly exchange with another high school is always enjoyable. Ponca City High School students present an annual program to Enid High students every year. The program includes a variety of numbers. Vocal duets and instrumental music, a folk dance, and humorous

readings are presented. The program should have variety.

A stage band is also featured. This year a cutting of "Arsenic and Old Lace" was presented by a Ponca City student. A violin solo was also included.

On the return assembly presented by Enid High a dramatization of "David Swan" was given.

A choric verse choir is appropriate. A group of old favorites may be presented. The "Year's at the Spring" by Browning is good.

MUSIC ASSEMBLY

Music Department

Suggested Scripture: Psalm 30

During May special music programs are presented. Few suggestions are necessary. Band, choruses, and orchestras present concerts. Short previews are appropriate for the assembly.

Good band music or a chorus from a nearby university or college is appreciated. A peppy 37 piece 45th Division Military Band presented a variety program to the Enid High School. Marches, novelties, and overtures were enjoyed.

35

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At an assembly, the Phillipian Choristers from Phillips University gave a program consisting of sacred anthems, spirituals, novelties, and popular numbers including "Bless the Lord," "What Kinder Shoes," and "Listen to the Mocking Bird."

Recently, two stage bands presented a 40-minute assembly. They played popular and semi-classical numbers. An Uncle Remus story was presented. The band furnished sound effects. Novelty numbers included a Spanish dance and three vocal duets. Ideas were similar to those found on the television show "Hit Parade." A hilarious take-off on "Dragnet" was presented. Another reading for adaptation is a cutting from the "Wizard of Oz."

A patriotic program presented by the Enid Chorus featured, "No Man is an Island," "Where but in America," "This is My Country," and "America, Our Heritage." Uncle Sam was emcee. Elaine Neill, state winner of the radio "Voice of Democracy Contest," presented her radio address.

Thus songs, speech, and dance numbers make interesting assembly programs.

TREASURE ASSEMBLY

English Department

Suggested Scripture: I Timothy 6:10-12

Suggestions for this assembly were given by Miss Charlotte Kretsch, Head of the English department of Enid High School.

"Money in Literature" is the theme. In junior high school "Treasure Island," the "Gold Bug," and the "Vision of Sir Launfal" are studied. High school students study "Merchant of Venice," "Silas Marner," and "The House of Seven Gables." Classes can present short characterizations from these classics. "Silas Marner" is also available as a fifteen-minute radio skit.

Pirate songs and stories are found among the American ballads and folk songs. "Captain Robert Kidd," "Flying Cloud," and the "Connecticut Peddler" are available.

Modern songs as "Pennies from Heaven" can be used for novelty numbers. The old song, "I Found a Million Dollar Baby" can be presented in old-fashioned costumes. Pupils will obtain other songs. The folk dance, "Money Musk" is suggested.

Silver dollars made of aluminum foil will aid in publicity. Slogans can be similar to "Bank on a Good Program given by the English Classes." Benjamin Franklin can emerge from pages of his autobiography to tell about thrift.

School Activities

News Notes and Comments

Pan American Day—April 14

Pan-American Day in 1955, and Pan-American Week, will mark the 65th anniversary of the modern Pan-American movement, which had its inception in the First Inter-American Conference held in Washington in 1890. It will also be 25 years since the Council of the Organization of American States, then known as the Governing Board of the Pan-American Union, in 1930 adopted a resolution recommending that the Governments of the American Republics designate April 14th as Pan-American Day, as a "commemorative symbol of the sovereignty of the American Nations and the voluntary union of all in one continental community."—Pan-American Union, Washington 6, D.C.

Junior Olympics

Among the activities most adaptable for playgrounds of schools and parks is the National A.A.U. Junior Olympic program which is being sponsored widely throughout the country. Ready sponsors are found in the local Chamber of Commerce, newspaper or radio station, Community Center, Park and Recreation Department, or some civic club. The program, including several sports, is a real contribution to youth of the community and country.—The Coach

AAA Publishes Guide for Safety

"Teacher's Triptik" is a recent publication of the American Automobile Association designed as a guide for elementary and junior high school teachers in teaching safety. This idea of the famous AAA Triptiks, familiar to motorists, was borrowed to "route" the teacher through planning stages and contains suggestions for presentation to the pupils. Booklets are available from local automobile clubs affiliated with the AAA. Price 25 cents each.—Ohio Schools

Aviation Aids Made Available

Grants made by The Link Foundation, Link Aviation, Inc., Binghamton, New York, have assisted in the publication of three aviation education booklets.

One of the booklets is "Masters of the Air," issued by the Smithsonian Institution. The illustrated publication describes the progress of aviation from the first glider flight by the Lilienthal brothers of Germany in the 1890's to today's supersonic craft.

Link Foundation funds also assisted in the publication of "Air Age Adventures" by the

Nebraska Air Age Education Division of the University of Nebraska, and a University of Illinois Institute of Aviation bulletin, "Aviation Ground School."

These booklets are available from the institutions which published them.

Educational Travel Is Increasing

The value of travel as a part of education is becoming more and more recognized throughout the country as stated by George Gardner, Educational Director of Pan-American World Airways, said yesterday on the basis of a survey of colleges and universities.

The survey, conducted by the airline and the results evaluated by Margaret McDonald, travel editor of "Scholastic Teacher," polled 1,944 colleges and universities in all 48 states, and of these, 1,209 answered the questionnaire. They included junior colleges, men's and women's colleges, co-educational universities and colleges, and schools for teacher education.—Pan-American World Airways, 135 East 42nd Street, New York 17, New York

Typewriter Art Interest Group Formed

Because of a universal interest in typewriter art, a national organization, The National Association of Artypists, devoted to drawing, painting, and sketching on the typewriter, has been formed, based on the requests and suggestions of many teachers who have had several years experience in working with student groups interested in this phase of typing.

To get a better idea of the aims and functions of the organization, interested teachers may send for a constitution, suggestion sheet, and application blank for their local clubs. All inquiries should be addressed to Miss Wilma Dieckmann, Secy.-Treas., National Association of Artypists, Box 56, Keyesport, Illinois. — The Journal of Florida Education

Recreation

One of the most remarkable phenomena in U.S. life is the rise in leisure. Today, at all economic levels, the 40-hour week is commonplace; the two-day weekend and paid vacation, all but unknown in past decades, are now almost universal.

Prime reason for new leisure is the rise in productivity of the U.S. worker. As his tools have allowed him to produce more in a day's time, he has achieved a standard of living unmatched at any previous time or place in the

world's history. At the same time he has gained both the time and means for recreation.

To help him enjoy his new leisure the chemical industry provides an abundance of products. These range from the nylon for strings in his tennis racket, to fishing lines and leaders, to the polysyllabic chemicals which help make his new television set operate.—DuPont Products

School Spirit

To most of us, school spirit is associated almost exclusively with athletics. It means, to most of us, a surging emotion of joy as our team moves to victory and a sinking feeling when the team is trailing behind.

Naturally, backing the school teams is a means of displaying school spirit, but in reality, this is only one phase of the term. School spirit is something that should permeate **every** phase of school life. It is the force that "puts over" the magazine campaign, the quality that makes for active participation in the homeroom activities, the reason behind good school citizenship, the desire to make the school outstanding.

Unfortunately, good school spirit does not come in tablet form to be absorbed when needed like the popular vitamin pill. It must be developed and formed like any good habit by conscious effort and practice on the part of each student. Our schools have given us many reasons to be proud of their record. Let's show our appreciation by developing the kind of school spirit that shows in every school activity.—School Life

Certified Recreation Directors

Canada leads the way! Recreation is a profession—in Ontario, Canada. And that's the only place in all North America where real progress in that direction has actually been made.

On December 29, 1953, certification of recreation directors and assistant recreation directors was made an historic fact by the issuance of Ontario Regulation 10/54 by the Authority of the Ministry of Education of the Province of Ontario, Canada. By such Act all qualified applicants who had successfully completed the prescribed and authorized three-year training courses given by the Department were certified to practice their profession. — Ben Solomon; Youth Leaders Digest

Sportsmen Give Award

The Upper Peninsula school with the best conservation teaching program, in the estimation of the North Michigan Sportsmen's Association, is the Felch High School, Dickinson County. At the Sportsmen's thirtieth annual dinner in September, Michael F. DeFant, president of the association, made the award presentation in recognition of the school's outstanding conservation program. Roger Dickson, president of the student council of Felch School, accepted the plaque on behalf of the school.

Graveraet High School, Marquette, and the Alpha School, Iron County, received "certificates of merit" for "highly superior" programs in conservation.—Michigan Educational Journal

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How We Do It

OUR SCHOOL CLEAN-UP PROJECT

This project was stimulated from the Clean-Up Week Pamphlet, "Do More in '54." The sixth grade children, under the direction of their homeroom teacher, decided to beautify the grounds around the school and to tidy-up the interior of the building. The children elected a chairman for their project.

The chairman asked the group to assist him in preparing a list of things to be done for the improvement of the appearance of the school. The children began suggesting things to be done. Out of this discussion the following items came:

1. The picket fence needs to be repaired and painted.
2. The grass needs to be re-seeded.
3. The old flowers have to be revived and new ones planted.

The group decided that their work would be of little value unless the other children in the building knew why these activities were going on. So, they decided to select a Speakers Bureau to go around to the various rooms in the building and tell the children about their beautifying and clean-up project.

Another group was selected for the fence repairs and paint job. A third group was selected for the work on the grounds. The entire class volunteered to work on the job they considered most enjoyable. Each group assembled with its members and they discussed their duties and responsibilities.

The Speakers Bureau Committee met and decided that it was very good to inform the other children of their plans. However, the committee felt that the children would take more interest in the project if they played an active part in the Clean-Up Program. So, the committee went to the principal and asked permission for the other children to bring pennies to pay for the grass and flower seeds that were needed. The donations were to be made on a voluntary basis.

The children were also asked to keep their lockers closed without sleeves or scarves hanging out. This way, the halls would look much neater. The committee requested that the children make a special effort to keep all papers picked up in the halls and in their respective rooms. Twice a day, members from the Speakers

Bureau were to check the area assigned to them for papers and open or messy lockers.

If the area outside of a room were not up to standard, then the speaker would go into the room and ask the teacher to remind the children of the campaign. If a room had to be reminded more than twice, their room number appeared on a list in the school office entitled "Delinquent Rooms." This list was posted where everyone could see it.

The Repair Committee decided to bring their tools from home, in order to begin their work as soon as possible. Children in this group were to bring nails and a hammer from home. All the boards were to be renailed. A few planks had to be replaced. The janitor promised to furnish the paint and brushes for the painting crew. The children decided to wear their old clothing to work in.

The Grounds Committee agreed that they would wear blue jeans and old dresses to school to work in, too. The boys were to dig up the ground, rake it over, and prepare it for the seeding. The girls in the group were to revive the old flowers, plant the new ones, and sow all the grass seeds.

After all the committees had met separately, a representative from each group, and the chairman of the entire project met with the teacher to submit their plans. The teacher assisted the children where she felt it was necessary. Then, the children were left alone to carry out their plans. Since the children had planned their project thoroughly, it was carried out very well. All of the children felt a new and greater pride in their attractive school building.—Geraldine Harmon, Lincoln Elementary School, Detroit, Michigan

A SUCCESSFUL MOVIE CLUB

With some sixty teachers in the Bentley High School in Livonia, Michigan, all potential users of sound films and limited time—the way was clear for some facilitating service which would not only relieve the teacher of the added burden of mechanical detail but at the same time provide experiences where high school students could engage in a cooperative enterprise with opportunities for responsibility.

Sound film projection operation is a natural for curious children at all levels. Whenever a

sound film projector is in a classroom it never fails to attract attention to the purr of its motor and gears, and the maze-like path traveled by the film as it winds itself snakelike through the various slots, fitting its sprocket holes over sprocket wheels at just the right time, ending its journey safely, we hope, and neatly wound on the take-up reel.

To organize a group of adolescent boys to "work" with such equipment, even be excused from classes at times, and gain the envious glances from the class viewing the film plus the pleasing feeling of importance in the mastery of a machine as part of the learning process, would hardly necessitate any artificial motivation.

The Bentley Movie Club was organized and worked into the classroom teaching program with ease. Teachers requisitioning films would designate date, which hour they desired the showing, and room number. The Movie Club would work out a schedule to handle this business. A key with a paddle on it was always on hand in the office to be used for the room with the audio-visual equipment. At the given time the Movie Club boy assigned would go to the office, get the key, assemble the sound projector, screen, and film, proceed to the classroom, and show the film. After the showing, the projectionist would return equipment and film in designated place. If film were damaged, the boy would splice the film with equipment purchased by the Movie Club.

Money was raised by showing recreational sound films during noon hours and charging five cents admission. All earnings went into a fund which was used to purchase projector lamps, parts, and additional equipment needed by the school. Two record players and a tape recorder plus spare parts have already been purchased from the Movie Club earnings. This year they are getting a Keystone Over-Head Projector.

The new equipment acquired by the Movie Club will be used experimentally and if proven successful, like machines will be adopted by the

school system and made standard equipment for the Audio-Visual Department.

Among other things, boys in the Movie Club have to maintain cleanliness in the equipment room—be responsible for filling an assignment when made—learning techniques for improving projection—care and maintenance of equipment—working together on audio-visual projects, and courtesy in relationships with different teachers and students. The club has gained a good reputation and seeks to maintain this standing by self-discipline and pride of organization plus guidance by a teacher-sponsor.—Joseph Melton, Livonia Center School, Livonia, Michigan

ACTIVITIES NUMEROUS AT AFTER SCHOOL CENTER, P.S. 29

Enthusiasm is the pervading feeling as boys and girls from kindergarten age to fifteen-year olds, after the 3:00 o'clock school-is-out-gong, make for game room or play yards.

The out-door school yard, running about one-quarter square block in area, shortly after 3:00 o'clock, becomes a field of organized team play. Junior high school boys and girls (for tournament play is only for the junior high school students), are holding tournament games; the boys, under the supervision of Mr. Sidney Fisher, in baseball and basketball; the girls, under the direction of Miss Helen D. Mitchell, in punchball.

For the boys it is not only interclass team contest in baseball, but the coming up of winning team against outside Puerto Rican team (no mean amateurs). It is a daily repeat of palpitating hearts, glowing eyes, and sometimes flaring tempers in the excitement of tournament play. "What's the score? WHAT'S THE SCORE?"

For those not taking part in tournaments, if not watching the games and checking up on score, and for the younger elements, the school yard is also the sphere for group or individual ball playing; handball, catch-ball; any number of other ball games, or just tag or running around the rim of the yard on scooters. There is room for all.

On days of inclement weather, and when it gets too cold in the year for outdoors, ball playing is transferred to the indoor play yards in the basement; one side for girls, the other for boys; the two separated by the main central stairway.

In place of baseball and punch ball there are plenty of thrills in team play for the boys in basketball, handball, football, and a variety of other games, and in individual play, too; and for the girls in basketball, handball, and other running, throwing, and catching ball games.



Weather is an indifferent factor to the zealots of the spacious game room, under the supervision of Mr. James Fitzpatrick (the lunch-room during regular school hours), situated between the two indoor play areas and set back from them. Here are games of shuffleboard, ping-pong, nok-hockey, pool, checkers, and other games; games to suit boys and girls, suit different ages—and different moods; the lunch-room tables and benches either put to the use of the games or moved over to one side to be out of the way.

The game room is an exciting place. There is, in fact, never a dull moment. Never a dull moment in play, nor in shouts and shrieks that go up in the heat of play. (Never mind effect on patient and uncomplaining supervisors).

Over at a far end of the room, under the direction of Miss Julia Olivo, sit the kindergarten tots and lower grade children; their drawing paper, crayons, scissors, paste, and picture-books spread out on a long table. How peaceful is their area. How quietly they sit bent over their creations.

Mothers know their little ones could not be in a safer place after school, and one might add, a happier place. Tots have run over to me on their way home, with the glow in the eyes that comes from creativeness, dangling their colored drawing of farm road, dog, witch, horse, lantern cut-out, or the like. "See, what I've made. See what I've made."

From tots to fifteen year olds (the maximum admitting age), in game room, in indoor or outdoor play areas, the young people are playing together contentedly and in harmony; a happy sight, not exactly coming of itself.

It is a school community of mixed nationalities; largely Italian and Puerto Rican, with a percentage of Negro, Greek, Slovak, and other nationalities.

The cooperation and harmony in play is planned by after-school recreation staff in consultation with school staff generally, and carried out, as far as possible.

For behind the more obvious purpose of physical benefit from recreation, lies their deeper object of inculcating fellowship, of unifying the heterogeneous strains, and of helping to raise the children into a proud, conscious American citizenry.

Altogether, it is clear that the recreation program makes for better appetites, healthier bodies, happier, and more fellow-conscious natures. — Bess Gordon, 1568 Madison Avenue, New York, N.Y.

PREVENT TRIPPING IN THE DARKENED A-V ROOM

Last spring our school conducted a "Lite-A-Bike" campaign. As part of this safety program for bicyclists, strips of the reflecting tape was placed on the children's bikes. This tape can be seen a quarter of a mile away when a light beam strikes it at night.

Some of the tape was left so we decided to use it in the audio-visual room. Strips of tape were placed around the cable from the speaker to the projector and from the projector to the electrical outlet. Other strips were placed to mark the aisle and on the end seats on each aisle. The light reflected from the screen and the light from the projector were sufficient to light up the "Scotch-Lite" tape. Thus the cord and aisle can be seen to keep students from tripping over the cable or chairs.

For little expense it is possible to put the tape at all needed spots in the darkened audio-visual or classroom when pictures are projected. The tape comes in two colors, red and silver. We used the red tape to mark the exit door and the switch for the lights; the silver tape was placed around the cable and to mark the aisles.

It seems like a small thing—this Scotch-Lighting up, but it makes the teacher feel much better since he knows it's much less likely anyone will trip over the cable or chairs should it be necessary that they leave the room. It has been our experience that children are not distracted by the tape while viewing projected films. It is an inexpensive safety material that can be an important factor in the use of films in education.—Harold Hainfeld, Roosevelt School, Union City, New Jersey

OUR 6-A PUBLISHES A NEWSPAPER

Our school paper grew from an activity in the Six A Grade. The teacher, in her newspaper perusals, was always searching for articles dealing with subjects the class had been studying or would have in the textbook course of study. She encouraged the group to bring contributions they found to the class for discussion.

The children gained realizations of the mean-

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ingfulness of the various subjects they studied for factual knowledge and understandings, for Mrs. G. gave everything a practicality that made her classes enjoyable.

In talking about the articles brought in, it was natural that the group discussed the publishing of a newspaper. Plans were made to visit the offices of a small newspaper that was subscribed to by most of the parents of the class members.

While waiting for confirmation of a date when the school bus would be available the class read and discussed articles on newspapers. The children outlined aspects in which they were particularly interested, and about which they wanted more information. Volunteers for jobs of interviewers responded.

When the date was confirmed, English and Penmanship lessons were combined in letters for parental consent to make the trip.

The group came back enthused and eager to have their own paper. The children decided they needed the cooperation of the other classrooms to publish a "school" newspaper, so they divided into groups to go to the various rooms to acquaint the teachers and children with their plans.

After arranging with the individual teachers for a convenient time, the 6-A's who were divided into small groups for this purpose, explained to the lower grade children what they were trying to do, suggesting, but leaving it up to each room what that group wished to contribute in the way of news.

Needless to say, the first efforts did not come up to the high expectations that were set. The lower grade teachers did the organizing of material for their contributions though the children made suggestions and they worked together as they did in making experience stories.

The editors from 6-A collected the material, organized it, recopying for various columns, and turned it over to three volunteer teacher typists who made the master copies which the children ran off on the duplicator. A committee assembled the sheets, four in number. They were distributed so each child had a newspaper of his own.

The first edition came out just before Easter vacation, and the second and last in May. Pupils and teachers alike felt their lack of experience left much to be desired, but that "nothing ventured, nothing gained." This embryo newspaper was an accomplishment of two years ago, and as the group that instigated it left our school for Junior High, it was not again a student activity. Time will tell whether it will be taken up by some willing sponsor.—Alice Rogvoy, Principal, Wanda School, Hazel Park, Michigan

Comedy Cues

From a Student to His Father:

"Dear Dad:

Gue\$\$ what I need mo\$t of all. That's right.
\$end it along. Be\$t wi\$he\$. Your \$on."

Reply from Dad to Student:

"NOthing ever happens here. We all kNOW
you like college. Write aNOther letter soon.
ArNOLD was asking about you. NOW we have to
say goodbye.

The GoverNOr."

B-b-bravo!

"When I was once in danger from a lion,"
said the big-game hunter, "I tried sitting down
and staring at him, as I had lost my gun. The
lion didn't even touch me."

"Strange! How do you explain that?"

"Well," mused the hunter, "it must have been
because I was sitting on a high branch of a tall
tree."

Barometer Deluxe

An Indian had attended services one Sunday.
The sermon had been very loud in spots and the
Indian, though a good Christian, was not greatly
impressed.

Later, when asked how he had liked the
sermon he said: "High wind. Big thunder. No
rain!"

Who Umpired, Sonny?

"Well, Johnny, how did you get along in
school today?"

"Okay, Mother, but that new teacher is always
asking us some fool question. Today she asked
everybody where they were born."

"Well you certainly knew the answer to that
—the Woman's Hospital."

"Betcha life I knew! But I didn't want the
whole class to think I was a sissy. I said the
Yankee Stadium."—Ex.

Teeth Tell Age

"How do you tell the age of a chicken?"

"By the teeth."

"But chickens don't have teeth."

"No, but I do."—Ex.

Hoot! Mon!

A Scotchman was leaving on a business trip,
and he called back as he was leaving, "Good-
bye, all, and dinna forget to take little Donald's
glasses off when he isn't looking at anything."

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- church
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